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Canada: Developing a Unit of Study for the Social Studies Curriculum of the Junior High School

Patricia-Marie Green

Eastern Illinois University

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Canada: Developing a Unit of Study for the

Social Studies Curriculum of the Junior High School.

(TITLE)

BY

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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF

Master of Science in Education.

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS

1971.

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

Feb. 22, 1971

DATE

ADVISER

Feb. 22, 1971

DATE

DEPARTMENT HEAD

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CHAPTER I
INTRODUCTION

Many teachers today have fallen into ways of studying other countries which do great injustice to the citizens of those countries and may give a distorted view of them to their students. It is very easy to present countries as they existed in the past and not as they exist today; too often countries are treated hurriedly and sometimes in the desire to create interest, the teacher stresses only the bizarre and colourful rather than the realistic. All people are treated as if they think, eat, act, and dress alike.

Children of today in the United States must face many of the world's problems arising out of certain irrefutable facts; the majority of the world's governments and economic systems are not the same as those of the United States. A good starting point for a better understanding of these world differences is the Dominion of Canada.

Despite a world war which brought Canada and the United States together in a mutual defense network, and despite a cold war, which has made Canada America's first line of defense, it cannot be said that American High School Students know more about Canada in 1956 than they did in 1931 or 1945.¹

¹Robin W. Winks, "Canada Still the Unknown Country," Social Education, Vol. XXII (December, 1958), pp. 381-383.

Professor Robin Winks expressed this view over fourteen years ago, and many other American and Canadian educators have, through the joint Canada-United States Committee on Education, expressed similar views.² In the year 1971 there does not appear to have been an increase in the knowledge of young Americans about Canada.

Junior high school pupils, high school pupils, and college freshmen still appear to have only a superficial knowledge of the vast land to their immediate north. It is surprising that this apparent lack of knowledge is found in pupils, adults, and elementary school children when they live in an area within three hundred miles of the Canadian border.

It is not the intention of this paper to research the causes of this apparent lack of knowledge or to criticize either the teachers of social studies or the curriculum guides, but rather to accept the fact that there is a lack of knowledge. It is the intention to explore the possibility of removing the study of Canada from the fifth grade curriculum and placing it at a later stage in the pupil's development, when he is best able to profit and expand his learning experiences. This paper will also discuss the reasons why Canada should be an important part of the curriculum, and most important, a unit of study on Canada has been developed which can be adapted by teachers to their own particular needs.

²Dennis Wrong, "American and Canadian Viewpoints," American Council on Education, Washington, D. C., 1955.

Nature of the Problem

If one reflects upon Professor Wink's statement quoted in the introduction, certain questions assume importance. In this developing global society with more and more emphasis being shown on the Afro-Asian areas of the world, is it necessary for young Americans of today to know about Canada and have a greater understanding of its past, present, and future? Assuming it is necessary and important, how can a teacher of social studies improve these understandings?

In order to establish the status of Canada in the social studies curriculum, the decision was made to conduct three related surveys. A simple questionnaire was formed, and in September, 1970, a sample group of seventh grade students at the R. G. Buzzard Laboratory School of Eastern Illinois University was administered the test to find out what knowledge they had about Canada. Canada is included as a unit of study in the fifth grade at the school. The questionnaire (Appendix A) included simple multiple choice questions on history, geography, economics, and government. At a later date the questionnaire was also administered to two other groups: to a group of ninth grade students at the same school, and to a group of college freshmen at Eastern Illinois University in the field of education, as possible future social studies teachers.

The results of these studies are shown in Figures I, II, and III. The figures show that the overall percentage of error was great in all

three groups and that the group of questions numbering 10-13 had the greatest error. The following table indicates the question and the percentage of error for each of the three groups. Each of these particular questions is of a very general nature and requires no depth knowledge of Canada.

The results of these three surveys are indicative of the knowledge of the seventh, ninth, and college freshmen tested, but they cannot be considered indicative of all pupils in the Mid-west. They do show, however, a marked similarity to the studies made at Yale in 1956 and reported in "Canada Still the Unknown Country."³

In many social studies programmes, including those of the states Illinois, New York State, and Washington, Canada is included together with Latin America at the fifth grade level, and in some states Canada is not included at all, or at the very best is an either/or.⁴

³ Robin W. Winks, "Canada Still the Unknown Country," Social Education, Vol. XXII (December, 1958), pp. 381-383.

⁴ L. Hanna, Unit Teaching in the Elementary School, Holt, Rinehart, N. Y., 1963, pp. 94-103.

Question Number

Total Errors

| NAME | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
|-----------|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--|----|
| PHILIP | | | | | | | ✓ | | | | ✓ | | | | | | | ✓ | ✓ | ✓ | | 5 |
| KIM | ✓ | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | 10 |
| ANN | | | | | ✓ | | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | | | 8 |
| CATHY | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | | | | | 7 |
| JIM | ✓ | | | | ✓ | | | | | | | | | | | | | ✓ | | ✓ | | 4 |
| ERIC | | | | | | | ✓ | | | | ✓ | ✓ | | | | ✓ | ✓ | | ✓ | | | 6 |
| ELIZABETH | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | | 13 |
| SCOTT | ✓ | ✓ | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | ✓ | | | | | | ✓ | | | 9 |
| RONALD | | | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ | | | 10 |
| GLEN | | | | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | | | 9 |
| TONY | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | | 10 |
| DENISE | | | | | ✓ | ✓ | | | | | ✓ | ✓ | ✓ | | | | | | | ✓ | | 6 |
| CHERYL | | | | ✓ | ✓ | ✓ | | | | | | ✓ | ✓ | | | | | ✓ | | | | 6 |
| BETH | | | | | ✓ | | ✓ | | | ✓ | | ✓ | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | 9 |
| MANJU | ✓ | | | | | | | | | | | | | ✓ | | | | ✓ | | | | 3 |
| KATHLEEN | | | | | ✓ | ✓ | | | | ✓ | ✓ | ✓ | | | | | | | ✓ | | | 6 |
| LAURA | | | | | ✓ | | | | ✓ | | ✓ | ✓ | ✓ | | | | | | | | | 5 |
| IZADUR | | | ✓ | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | | | 10 |
| PHILIP | | | | | | | | | | ✓ | | | ✓ | ✓ | | | | | ✓ | ✓ | | 5 |
| CHARLES | | | | ✓ | | ✓ | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | | ✓ | | | 9 |
| TOM | ✓ | | | | | | ✓ | | | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ | | 8 |
| JANE | | | ✓ | ✓ | | | | | | ✓ | ✓ | ✓ | ✓ | | | | | | | ✓ | | 7 |
| BRAD | | | | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | | 6 |
| PAM | | | | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | | | | | | ✓ | | 8 |
| ANNE | | | | | ✓ | ✓ | | | | ✓ | | ✓ | ✓ | | | ✓ | | | ✓ | ✓ | | 8 |

Figure I. Seventh Grade Pupils.

Table showing the question number, errors made for that question, and total number of errors.

| NAME | Question Number | | | | | | | | | | | | | | | | | | | | Total Errors |
|---------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| BEN | | | 0 | 0 | 0 | 0 | | | | 0 | 0 | | 0 | 0 | | | | | | | 8 |
| PHILIP | 0 | | | 0 | 0 | 0 | 0 | | | | 0 | | 0 | | | | | 0 | | 0 | 9 |
| TRIST | 0 | | | | 0 | | 0 | | | 0 | 0 | | 0 | | | | 0 | | 0 | | 8 |
| JEFF | | | | 0 | 0 | | 0 | | 0 | | 0 | | | 0 | | | | | | 0 | 7 |
| DEBRA | 0 | | 0 | 0 | 0 | | 0 | | 0 | 0 | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 16 |
| PAUL | 0 | | | 0 | 0 | 0 | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | | 0 | | 0 | 0 | 14 |
| MARK | | | | 0 | | | | | | | 0 | | 0 | | | | | | | | 3 |
| GARY | | | | 0 | | | | | | | 0 | 0 | 0 | | | | | 0 | | 0 | 6 |
| BRIAN | 0 | | | | 0 | 0 | | | | | 0 | 0 | 0 | | | | | | | 0 | 7 |
| GEORGE | 0 | 0 | 0 | 0 | | | 0 | | | 0 | | | | | | | | | | | 6 |
| INGRID | | | | | 0 | | | | | 0 | 0 | 0 | 0 | | | | | | | | 5 |
| GINA | 0 | | | | | | | | | | 0 | | 0 | 0 | | | | 0 | | | 5 |
| LARRY | 0 | | | | 0 | | | | | 0 | 0 | | 0 | 0 | | | | 0 | 0 | 0 | 9 |
| TERRY | | | 0 | 0 | | | | | | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 |
| SUSAN | | | | 0 | | | | | | | 0 | 0 | 0 | 0 | 0 | | | | 0 | 0 | 7 |
| LISA | 0 | | 0 | 0 | 0 | | | | | | 0 | 0 | 0 | | | | | 0 | 0 | 0 | 11 |
| VALERIE | | | | 0 | 0 | 0 | 0 | 0 | 0 | | | | 0 | 0 | | | | 0 | | | 9 |
| CAROL | | | 0 | | 0 | | 0 | | | 0 | | | 0 | | | | | 0 | 0 | | 7 |
| MIKE | | | | 0 | | | 0 | | | | | 0 | 0 | 0 | | | | | 0 | 0 | 6 |
| LUCY | | | 0 | | | | 0 | | | 0 | 0 | 0 | 0 | | | | | 0 | 0 | 0 | 9 |
| SARA | | | 0 | 0 | | | | | | | 0 | 0 | 0 | | | | 0 | | | 0 | 6 |
| DIANA | | | 0 | 0 | | | | | | | 0 | 0 | 0 | | | | | | | | 5 |
| TINA | | | | 0 | 0 | | 0 | 0 | | 0 | 0 | 0 | 0 | | | | | | | | 8 |

Figure II Ninth Grade Pupils.

Table showing the question number, errors made for that question, and total number of errors.

| | Question Number | | | | | | | | | | | | | | | | | | | | Total Errors |
|-------|-----------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|--------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | |
| A. F. | | | | | X | | X | | | X | X | X | X | | | | | | X | X | 8 |
| B. F. | | | | | | | X | | | X | X | X | X | | | X | | | | X | 7 |
| C. F. | | | | X | X | | | | | | X | X | X | X | | | | | | | 6 |
| D. F. | | | | | X | X | X | X | | | X | X | X | | | | X | | X | X | 11 |
| E. M. | X | | | | X | | X | | | X | X | | X | | | | | | | | 6 |
| F. F. | X | | | X | X | | X | | | X | X | X | X | X | | | X | | | X | 11 |
| G. F. | | | | | X | | | | | | X | X | X | X | | | X | | | X | 7 |
| H. F. | X | | | | X | | | | X | X | X | | | | X | | | | | X | 7 |
| I. F. | | | | X | X | | | | | | X | | X | | | | | | X | | 5 |
| J. F. | | | | X | | | | | | | X | X | X | | | | | | | | 4 |
| K. M. | | | | | | X | X | | | | X | X | X | X | | | X | | | | 7 |
| L. F. | | | | | | | | | | X | X | | | | | | | | | | 2 |
| M. F. | | | | X | | | X | | X | | X | X | X | X | | X | | | | | 8 |
| N. M. | X | X | X | | | | X | X | | | X | X | X | X | | | | | | X | 9 |
| O. F. | | | | | X | | | | | X | | X | X | X | | | | | | | 5 |
| P. F. | | | | | X | | | | | | X | X | X | X | | | | | | | 5 |
| Q. F. | | | | | X | | X | | | | X | | X | | | | | | X | | 5 |
| R. F. | | | | | | | X | | | | X | X | | X | | | | | | | 4 |
| S. F. | X | | | X | X | | | | | X | X | X | X | X | | | X | X | | X | 11 |
| T. F. | X | | | X | | | X | | | | X | X | X | X | | | | | | | 7 |
| U. F. | | | | X | X | X | X | X | | X | X | X | X | X | X | | X | X | | | 14 |
| V. F. | | | | X | X | X | X | X | | X | X | X | X | X | | X | | | X | | 11 |
| W. F. | | | | | X | | X | | | | X | X | X | | | | | | | | 5 |
| X. F. | X | | | | X | | X | | | | X | X | X | | | | | | | | 5 |
| Y. F. | X | | | X | X | | X | X | | | X | X | X | | | | X | X | | X | 11 |

Figure III. College Freshmen.

Table showing the question number, errors made for that question, and total number of errors. The college freshmen were divided according to sex, male or female.

| QUESTION. | GRADE 7. | GRADE 8. | FRESHMEN. |
|----------------------------------------------------------------------------------------------|----------|----------|-----------|
| 10. Only one of the five Great Lakes doesnot border Canada and theU.S.A. Underline that one. | 55 % | 47 .8 % | 44 % |
| 11. What are the Central Plains of Canada called? | 64 % | 82.6 % | 92 % |
| 12. How many people live in Canada? | 76 % | 65.2 % | 72 % |
| 13. What is Canada's capital called? | 72 % | 91.3 % | 88 % |

Figure. IV. The table indicates the question and the percentage of error for each of the three groups tested in those four questions.

Few state curriculum guides, according to the survey made by Hanna,⁵ include a study of Canada at an advanced level, a notable exception being Dallas, Texas, where Canadian history was added to the curriculum in 1941, the first official school board to do so.⁶

Assuming that adequate and well prepared units are presented at the fifth grade level according to the use and dis-use theories of retention, without subsequent follow up and maintenance, knowledge learned becomes forgotten or inoperative.⁷ This theory is supported in the results of both seventh and ninth grade pupils.

There can be no real educational objection to placing the study of Canada at the fifth grade level, providing subsequent studies of an increasingly sophisticated nature are made, but as Dennis Wrong says:

. . . it is highly desirable that Canadians and Americans should understand one another.⁸

or as the editor of the Harvard Educational Review stated,

Education in both Canada and the United States has a major responsibility for laying the foundation of understanding which leads to respect which is the ultimate guarantee of good will.⁹

⁵Ibid., pp. 94-103

⁶Paul A. Papin, "Encouraging a Better Understanding of Canada," School Life, Vol. XXVII, (November, 1941).

⁷J. M. Stephens, Psychology of Classroom Learning, Holt, Rinehart, N. Y., 1966, p. 210.

⁸Dennis Wrong, "American and Canadian Viewpoints," American Council on Education, Washington D. C., 1955.

⁹Editorial, Harvard Educational Review, No. 14, (October, 1944), pp. 243-245.

It would appear that Canada should be included in the curriculum when a greater understanding of Canada's role in the North American Continent and the unique differences in Canadian-American relations can be made. It also seems likely that the teacher education programmes at both pre-service and in-service levels should devote more time to extending the teacher's basic grasp of the total field encompassed by the social studies at the adult level. At the present time, according to courses of study outlined by various universities, including Eastern Illinois University, it appears that few colleges and universities, or even school systems, are structured with courses of study to extend the teacher's basic knowledge of the disciplines involved in social studies.¹⁰

Need for the Study

In this latter part of the twentieth century, the United States and Canada share many similarities: language, ethnic origins, problems in adapting to North American conditions and economic and historical background. To be American and non-American (that is citizens of the United States) at the same time, and to share fully in the wealth of the United States, while yet being separate and distinct . . . this is Canada's dilemma.

10

Eastern Illinois University General Catalogue, Charleston, Illinois, 1970.

University of New York General Catalogue, Buffalo, N. Y., 1970.

University of New York State General Catalogue, Geneseo, New York, 1970.

During the twentieth century the United States has tended to dominate Canada economically, and this economic domination is a constant thorn in Canadian political issues with the States. Traditionally, the Canadian Progressive-Conservative Party has tended more towards Pro-British policies, while the Canadian Liberal Party has received greater favour from the United States. American influence extends beyond politics, into other spheres, fraternal groups, labour unions, and sports. Yet, for all the obvious similarities Canada remains a separate and independent nation. Not all Canadian policies find favour in the United States. Canada, for example, trades with Cuba and has recently established diplomatic relations with the Chinese Peoples' Republic in Peiking. Canada has had troops peace-keeping in Cyprus and the Middle-East, and by many non-aligned nations she is regarded as an intermediary to the United States, yet independent.¹¹ Canada has taken a leading role in the United Nations and its various agencies. Canada's concern for the Afro-Asian nations has been shown many times more recently in the Nigerian Civil War.¹² Canada has constantly opened her doors to refugees and political exiles, and Canadian statesmen have done much to further the cause of world peace and to express Canadian viewpoints.¹³

¹¹ Canada, The Official Handbook of Present Conditions and Recent Progress: Dominion Bureau of Statistics, Ottawa, Canada, 1970, pp. 84-94.

¹² Ibid., pp. 106-108.

¹³ Ibid., pp. 106-108.

One-third of Canada's population is French,¹⁴ differing in language and culture to the other 210 million people who inhabit the United States and Canada. Too seldom are the advantages that this cultural difference can offer shown. Rather disruptive influences like the recent kidnapping and subsequent murder of the Labour Minister for Quebec, Pierre Laporte, are highly publicized in the American mass media. In some text books¹⁵ French Canadians are hardly mentioned after the conquest of New France.

During the year 1970, concern was expressed in the United States by President Nixon in his press conferences, by notable politicians including Governor Richard Ogilvie of Illinois and by leading scientists and humanitarians, about the use and abuse of natural resources. So great has been the depletion of mineral resources in the United States that the country is fast becoming more and more dependent upon foreign imports for an adequate supply of many basic metals. Canada has vast reserves of untapped minerals which the United States may be increasingly called upon to use. Another acute problem within the United States is the decreasing water supply. Misuse of land has caused water pollution, and surface water and ground supplies have been destroyed.

¹⁴ Ibid., p. 105.

¹⁵ Beyond Our Borders: Canada and Latin America, Rand McNally, N. Y., 1954.

Knowing Our Neighbors in the United States and Canada, Holt Rinehart, N. Y., 1966.

Mankind in Time and Place: The Changing New World, Silver Burdett, N. J., 1967.

A. M. Piper states that in 1960 approximately 300 million acre feet of water were used in the United States for domestic, industrial and other uses than hydro-electric power, and by the year 2,000 the demand will be doubled, while the supply in most regions will be inadequate.¹⁶ The search for water will be strong and Canadian water surpluses will be more and more envied.

Young Americans, citizens of the future, must have an understanding that these ever-inviting resources can be exploited only at the invitation of the Canadian people who will expect favourable arrangements for their use.

Over-population is another concern of the United States. As the population continues to grow, more and more people are turning to Canada as a place to live and vacation away from the pressures of urban life. Already tourist numbers are increasing, and according to Canadian Immigration Department, 69,852 Americans immigrated to Canada in 1962-1967.¹⁷ The future resident or visitor will enjoy more fully the Canadian way of life and will profit from a deeper understanding of things Canadian.

Considering these factors, the social studies teacher has a responsibility to his pupils to give them a deeper understanding and awareness of Canada, to share in her history and its links with the United States,

¹⁶ A. M. Piper, Water Atlas of the United States, Water Information Centre, Port Washington, N. Y., 1963.

¹⁷ Canada Year Book, p. 109.

to understand Canada's government, and issues affecting Canadian-United States relationships and to appreciate the land and the people of Canada.

With these factors in mind, a social studies teacher at the junior high school level might be guided by some of the ideas expressed in the following unit of study--a unit designed to meet the needs and interests of today's young people, giving special attention to technological expansion and development, population, conservation, and exploitation of resources and cultural and intercultural relations. Evidence for the justification of placing the study of Canada in the junior high school is presented in the Justification for this Study.

Justification for the Study

A unit of study on Canada has a place alongside the study of the United States in the social studies programme, preferably in the latter part of the eighth or early ninth grade. To place the study of Canada in the lower grades does not allow the pupils to grasp the special significance that Canada has in the cultural, historical, social and economic development of the North American Continent.

Social studies in the junior high school should be a continual development of the skills, attitudes, and concepts such as which were introduced in the elementary school, however, the approach should be increasingly sophisticated. It is at this stage in the maturation of the pupil when he is acquiring the capacity for abstract thought and a taste for theorizing and

criticizing, seeing the way the world is run and conceiving ways it might be run better, studying in depth his own country, that at the same time he should become aware of the United States' largest, friendliest and potentially richest neighbour--a neighbour upon whom the United States is going to become more and more dependent in the near future as her own population increases and natural resources decrease.

Twenty-five years ago, in an editorial in the Education Digest these words appeared:

The programme of education for the safeguarding Canadian-United States friendship, is one phase of a larger programme for the adjustment of education in all countries to emergent world realities.

The first task of a far-sighted programme is that of a study of indigenous cultures and characteristic qualities and programmes, problems and trends of each nation . . . there should be provision in the school programme for direct study of the interrelations between the two countries as a highly important aspect of each country's position and policy in the world.

These relations lie not alone in the diplomatic policies and formalized political agreements . . . but in trade, and exchange, tourist travel, through joint efforts for continental defense through migration of peoples, through professional and scholarly collaboration and through the instruments of modern technology and the basic factors in the North American Community of life.¹⁸

It seems for the majority of Americans, a superficial study of Canada in fifth grade together with information absorbed through the mass media, may be the only information received. As the world continues to

¹⁸Editorial, Education Digest, May, 1945, p. 9.

diminish in size, it is highly desirable that Canadians and Americans should have a tolerant appreciation of their relatively slight differences in outlook.

It is recognized that some degree of ethnocentric bias and cultural distortion is inherent in all perceptions and beliefs about the world, but for the pupil to begin to perceive sympathetically the actions of others and to understand human institutions, cultural beliefs, perceptions and life situations different from his own is to transcend ethnocentrism.

The social studies and/or the social sciences, for example, geography, history, economics, and political science, become electives after the ninth grade according to surveys made of the curriculum guides of California, Albany, New York State, Pennsylvania, Seattle, and R. G. Buzzard Laboratory School, Eastern Illinois University, Charleston, Illinois, with many pupils receiving no further study in these or related disciplines.¹⁹ If, therefore, all pupils are to study Canada at a level of maturity where they can understand and appreciate the development of their northern neighbour, and through this study develop a greater understanding of global society, the upper grades of the junior high school would be most suitable.

¹⁹ Report of State Central Committee on Social Studies: Sacramento State Dept. of Education, 1961.

The Elementary School Curriculum: Albany, N. Y. State Bureau of Elementary Education Social Studies.

Philadelphia Public Schools: Social Studies in the Elementary Schools, 1956.

Seattle Public Schools: Curriculum for Social Studies, 1960.

Statement of the Problem

From the evidence gathered in the earlier part of this study, it is now the purpose of this study to develop a unit on Canada for inclusion in the social studies curriculum of the junior high school.

Procedure

The literature concerning the study was surveyed in the field of Canada within the social studies curriculum. Among the literature surveyed was that available in the Booth Library of Eastern Illinois University, Curriculum Guides from Illinois, New York, Washington, Eugene, Oregon, Dallas, Texas, and R. G. Buzzard Laboratory School, Eastern Illinois University,²⁰ a variety of textbooks by leading publishers,²¹ Curriculum Guides from the Canadian Provinces of British Columbia, Manitoba, and

²⁰ Ibid.

²¹ Harold D. Drummond, The Western Hemisphere, Boston: Allyn and Bacon, 1964.

Beyond Our Borders: Canada and Latin America, Rand McNally, N. Y., 1954.

Knowing Our Neighbors in the United States and Canada, Holt Rinehart, N. Y., 1966.

Mankind in Time and Place: The Changing New World, Silver Burdett, N. J., 1967.

Ontario,²² and the various publications of the Canadian-United States Committee of the American Council on Education.

Since the early 1930's, educators at various times have voiced their approval of improved relations between the two countries and have deplored the fact that the schools have not always fulfilled their part by giving greater emphasis to the study of Canada in the curriculum.²³ In the materials surveyed at the Booth Library, textbooks and curriculum guides, only Dallas, Texas, included a course of study on Canada after the fifth grade level.

It was notable that among the materials surveyed, little emphasis was given to the importance of French Canada, or to factors influencing Canada-United States Relations.

²²Secondary School Curriculum Guide for Social Studies, Victoria, British Columbia: Ministry of Education.

Secondary School Curriculum Guide for Social Studies, Winnipeg, Manitoba, 1967.

Secondary School Curriculum Guide for Social Studies, Ontario Department of Education, Toronto, Ontario, 1968.

²³R. C. Anderson, "Trends in Geographic Instruction," Bulletin of the National Association of Secondary School Principals, Vol. 51, No. 316, (February, 1967), pp. 10-20.

Efforts have been made by the Canada-United States Committee to study textbooks in use in both countries to correct erroneous information and prejudice.²⁴

It appears that many of the recommendations of the American Council on Education and the United States Department of State are not at the present time in practice in the school curriculums; however, all the materials surveyed did favour closer ties between the United States and Canada. Following the survey of literature about Canada and its relations with the United States, it was necessary to determine the objectives of the unit both in terms of long term objectives and the more specific objectives encompassing outcomes in terms of understandings, value patterns, and skills and abilities. Content was selected in relation to the objectives and how it could best serve the needs of the pupils. In a unit lasting from 12-14 weeks, a tremendous amount of work could be covered, and this must be chosen carefully with the needs of the pupils as the major factor. A series of developmental sequences were prepared together with suggested resources. Consideration was then given to the evaluation and conclusion of the unit.

²⁴Dennis Wrong, American and Canadian Viewpoints, 1955.

Robin W. Winks, various articles in Social Education, 1953.

The United States Department of State Bulletin:

Current Aspects of the U. S. Canadian Relations, 1955.

Behind the Headlines in Canada-U. S. Relations, 1958.

The American Council on Education: Report of the Canada-United States Conference on Mutual Relations, 1955.

CHAPTER II

CANADA: A RESOURCE UNIT

Part A: Overview

This unit of study on Canada has been specifically designed as a unit of study for inclusion in the Social Studies Curriculum of the junior high school. This unit of Study attempts to provide for the social studies teacher an in-depth study of the world's second largest nation and the United States immediate neighbour. The unit suggests reasons for including Canada as an important part of the junior high school studies. Included in the unit are long range objectives in terms of general attitudes, together with the more specific objectives in terms of understandings, value patterns, and skills and abilities.

The procedure for initiating the unit and an outline of content precedes the outline of main themes, specific concepts to be developed, supporting content outlines, activities and resources.

The unit concludes with suggestions for culminating and evaluating the unit, together with a bibliography of suitable books at both the adult and pupil level, films, film strips and other resources available as teaching aids.

Content Outline

The unit of study on Canada consists of a series of sequences developed around a main theme. Main themes include:

Government--from French Colonial Rule, before 1774. The Quebec Act 1774. The British North America Act 1867 to present day.

People--the ethnic origins of the major and minority groups, religion, language and life in the cities and rural areas of Canada.

The Land--its location and size, its chief regions, and its climate.

The Canadian Economy--natural resources, manufacturing, agriculture, mining, transportation and foreign trade.

History--from the early exploration by the Vikings and French to modern day relations with Britain, the United States and the rest of the world.

Chronological Sequences

Discovery of the New World

French in New France

Government of New France

Exploration

Life in New France

Struggle for New France

British Develop Canada

War of 1812

Beginning of Unity in Canada

American Civil War effects Canada

Confederation

Living in Canada Today: The Atlantic Provinces

The Industrial Provinces

The Prairie Provinces

Western Canada

Canada's Northlands

Peoples of Canada

Future of Canada

Canada-United States Relations

Final Sequence

Importance of the Unit in the Junior High School Curriculum

Canada is unique on the North American Continent as mainly a binational country, English and French; however, she is not unique in the world. Many other nations in Europe, Africa and the Asian world are faced with the similar bi-national and bi-cultural differences. Canada like these, also has besides the two main national groups, many other minority groups, some of which are common to the United States. It must be understood, however, American social studies books state that French Canadians are a minority group. The French Canadians are considered as equal partners in the Canadian Confederation, determined to preserve their cultural

distinctiveness and assimilation has never been a real possibility in Canadian history. Pierre Elliott Trudeau wrote in 1962:

. . . the multinational State was dreamed about by Lafontaine, realized under Cartier, perfected by Laurier and humanized with Bourassa. Anglo-Canada has never enjoyed a crushing predominance and has never been in a position to refuse compromise.²⁵

Unlike the United States, Canada has been spared a civil war even though within her borders she has more than one distinct ethnic group. Like the United States she is an independent self-governing nation, yet Canada has quite a different form of government, democratic, but a constitutional monarchy retaining formal ties to the British Crown.

Canada slowly and gradually evolved from the status of a French and then British colony to nationhood, a process completed only in the twentieth century. This was achieved by the due process of law in the form of Parliamentary Acts, in contrast with the United States who won independence far more violently and abruptly.

Current trends in curriculum place the study of the United States in the junior high school, with emphasis on historical economic and political aspects of development in depth.²⁶ To include a unit of study on Canada at this stage can equip the student to better understand Inter-Canadian American

²⁵ Pierre Elliott Trudeau, "Les Complications Du Nationalisme Au Canada," Cite Libre, April, 1962.

²⁶ R. C. Anderson, "Trends in Geographic Instruction," Bulletin of Nat. Ass. of Sec. School Principals, Vol. 51, No. 316, Feb., 1967.

relations and also other countries and give new meaning to the development of the United States and serve as an object lesson of what countries can accomplish with good will and determination.

Part B: Objectives

It is possible to state objectives in a number of different ways, and in the final analysis it is the individual who must interpret them and translate them into actions. The following objectives consisting of long term objectives for a social studies programme, specific objectives derived from Social Studies for Children in a Democracy, for the unit on Canada are used as a basis for the Unit Study.²⁷ A variety of professional materials were used to develop the following objectives.²⁸

Long Term Objectives

To develop ability in synthesizing related areas of knowledge as found in the various disciplines, geography, history, economics, political science, anthropology, archaeology, art, music, literature.

²⁷ John U. Michaelis, Social Studies for Children in a Democracy, Prentice Hall: N. J., 1968, pp. 7-13.

²⁸ John U. Michaelis, Teaching in the Social Sciences, Grades V, VI, Rand McNally and Co.: Chicago, 1966.

John Jarolimek, Reading for Social Studies in Elementary Schools, Collier-Macmillan Ltd: N. Y., 1965.

Hanna, Potter, Hagaman, Unit Teaching in the Elementary School, Holt Rinehart: N. Y., 1964.

John U. Michaelis, Social Studies for Children in a Democracy, Prentice Hall: N. J., 1968.

- To comprehend history as a description of man's continuing social, philosophical, political, economic and religious development.
- To encourage an awareness of dramatic historical events and discoveries which have changed the direction of man as an individual and society's thoughts and actions.
- To appreciate the ideals and values of other cultures as expressed in art, music, philosophy, history and literature.
- To discover how other cultures influence contemporary American culture.
- To analyze and interpret the intellectual aesthetic, moral and political ideals held in esteem by men of other cultures.
- To acquire an understanding of the effect of environment on man and how he has adapted to it and used the natural resources.
- To evolve an acceptance of responsibility and an appreciation of the contributions of all mankind.
- To acquire an understanding of the individual's role in a global society.

Specific Objectives

Understandings

Canada's vast underdeveloped land mass; mineral and natural resources.

(geography)

Canada as a bi-lingual and bi-cultural nation undergoing the pains of latent nationalism. (political science and history)

Canada's form of government and her place within the British Commonwealth of Nations. (political science and history)

Canada's contribution to the world's ideas of human right as a peace keeping force and her place among the non-aligned nations. (philosophy, political science and history)

Canada's economic ties to the United States and their political significance. (economics and political science)

Canada's cultural contributions to the North American continent. (music, art, literature, drama)

Canada's dilemma, to share in America's wealth and at the same time remain independent. (economics and political science)

Canada's development from a colony to an independent nation and the influence that physiography and climate have had upon this. (history, geography)

Canada's treatment of ethnic minority groups historically and at the present. (anthropology, and history)

Value Patterns

As a result of the pupils active participation in a unit of study on Canada it is hoped that the students will develop:

A tolerance of the values and insights in other countries especially in those of Canada, together with an understanding of the increasing interdependence of one nation on others in the modern world, specifically the United States increasing dependence upon Canadian natural resources.

An appreciation of Canada's part in the common heritage of the North American continent.

A respect for the welfare of the North American continent especially in the areas of over population, conservation, ecology, and pollution, and place the welfare above nationalistic desires.

A respect for Canada's bi-culturalism and bi-lingualism subsequently respecting the rights and contributions of all individuals more especially those within his own class, school and community.

An understanding for United States-Canadian friendship and the International issues affecting them both.

An appreciation and respect for Canadian and other Democratic forms of governments.

Skills and Abilities

The unit of study on Canada will help to improve:

Skills of locating and gathering information about Canada and the United States from a variety of resources, books, films, magazines, newspapers, listening to presentations, interviewing resource persons, reviewing films, attentive to the ideas and views of others.

Skills of interpreting graphic data about Canada and the United States, using maps and globes, atlases to locate specific information about Canada, using and reading charts, graphs and numerical data.

Skills related to the time chronology of the United States and Canada; the time perspective and essential dimension of the man-land complex.

Skills related to the spatial distribution of phenomena in Canada such as population, physical features, natural resources, economic activities, socio-cultural patterns, political systems and communications.

Skills of identifying central issues in Canadian problems arriving at conclusions and drawing valid inferences.

Skills involving solving problems by use of the scientific method of inquiry, identifying problems to do with Canada, finding facts and figures, setting up possible solutions, trying out ideas choosing the most likely, evaluating results and recognizing new problems.

Skills of presenting social studies material about Canada: organizing around an outline, presenting speeches and projects, participating in discussions, cooperating in sharing information.

Part C: Learning Sequences

Initiating the Unit

Students and even adults rarely express great enthusiasm or interest in a new topic that is unfamiliar to them, they do so only when they have had an opportunity to acquaint themselves with it. Initiating a new unit is, therefore, more than just getting a unit started. It is total involvement; it

involves arousing the curiosity of the pupils so that they want to become involved exploring the possibilities of the subject from every conceivable angle and arranging the environment for learning to take place. John Michaelis describes the initiation of a unit as:

The classroom is attractively arranged with pictures, realia, maps, books, pamphlets and other materials related to the first problems to be considered. Children are given the opportunity to examine the materials and to raise questions about them . . . a film, a story or a recording also may be used.²⁹

The initiation phase of the unit consists of a series of experiences and for the junior high school pupil, these must be lively, thought provoking, exciting, and interesting; otherwise he is not willing to become involved. Multi-media approach into the unit is an exciting one for the junior high school pupil. The room should be arranged to accommodate the various activities. As the pupil enters the room he sees a short film on Canada, for example, "Colony to Commonwealth," a history of Canada from colonial days to the present. The film is shown without sound, as it will be used again later. On opposite walls, slides of Canada are being flashed, National Film Board of Canada sets of slides on Canadian cities and Provinces, a tape recorder or record player plays Canadian folk music, like the Songs of Nova Scotia, recorded by the Canadian National Film Board. Walls display

²⁹John R. Michaelis, Social Studies for Children in a Democracy, Englewood, third ed., 1963, pp. 227-228.

posters and pictures of Canadian life. Pupils are free to browse at stands or tables showing Canadian artifacts, money, stamps, maps, brochures, handicrafts, books, newspapers and magazines.

Pupils are free to explore, touch the materials and browse. The teacher can observe the pupils as they explore the materials, noting the objects of particular interest. This initial period of discovery can be followed by a short period of explanation, followed by a discussion giving pupils an opportunity to ask questions and to talk and share the things that have interested them.

From ideas originating from the pupils, the teacher and pupils can discuss some of the things which would be meaningful to them, and these should be included in the unit of study. Many of the suggestions will fall into a well-prepared and previously teacher developed unit. Others can be the basis of small group or individual projects.

Before the unit is initiated, the teacher should have collected as many materials as possible from the library and prepared a bibliography of books suitable for reference, pleasure, and discovery. Articles from newspapers and magazines should be clipped and filed under appropriate headings. Subscriptions to leading Canadian newspapers like the Montreal Star, the Toronto Globe and Mail, the Vancouver Sun, or La Presse or Le Devoir, should be obtained. Magazines like Macleans, and Chatelaine should be available. Outline maps similar to those in the Resource Section,

can be prepared. Also, pictures, maps and pamphlets should be collected. The materials should be catalogued and filed for easy access for reference and use.

It is of considerable help if the teacher is able to preview films, film strips and slides for use in the unit by the teacher and also by the pupils. A list of resource persons in the neighborhood who are willing to share their travels and interests is of considerable use to the teacher about to initiate a unit, but it should be remembered that outside speakers should be well informed in advance and also orientated about their audience.

When the unit is beginning, pupils and teacher should develop goals and standards that they hope to accomplish. Goals set can be for both individuals, small groups, and the class as a whole. It is important that the teacher and pupils discuss these goals and are jointly responsible for their acceptance, for without this joint responsibility pupils will disregard them as teacher made and have considerably less interest in attaining them.

Very often it is important to inform the parents of the students at either a P. T. A. meeting or special meeting called for discussion of the unit, how it works, the work it involves, the areas of study to be covered, the goals set up by teacher and pupils and the many activities the pupils will be pursuing. Parent cooperation is immensely important in unit studies, as it is in any part of the curriculum. Parents feel concerned and interested, if they are able within reasonable bounds, to participate and

help in activities. When materials have been gathered and the pupils' curiosity has been aroused, the unit is beginning to develop.

Developmental Sequences

The following sequences made up of Main Theme, concepts to be developed better, content, supporting themes, suggested activities, and suggested resources are arranged to give an overall study of Canada, historically, geographically, politically, economically, and sociologically. The sequences follow a time chronology from the discovery of Canada in Viking times, through colonial times to confederation and the present. Information from many of the separate social science or social studies fields is considered in order to obtain an overall view in each sequence.

1. Main Theme: Discovery of the New World

Concept to be developed better:

History is studied to understand the past and how it affects the present and future.

Content:

History and Geography

Supporting Themes:

Exploration: The Vikings discover Vinland-Cabot in Newfoundland. Jacques Cartier and the St. Lawrence.

Suggested Activities:

Make maps showing the Viking routes and settlements. Draw some typical Viking artifacts. Discuss why this part of North America was discovered and settled later. Read about the early history of Canada.

Suggested Resources:

Film: Four Centuries of Growing Pains; U. of Michigan Film Library.

Books: America Before Columbus.

E. C. Baity.

Leif Erikson Explorer.

Ruth Weir.

Canadian Jackdaws: Cartier of St.

Malo. No. 11. Cabots of Bristol. No. 9.

2. Main Theme: The French in New France

Concept to be developed better:

Cultures are studied to discover how they influence and modify other groups.

Content:

History, Geography, Politics.

Supporting Themes:

Champlain founds Quebec. Growth of New France. French Huron Alliance.

Suggested Activities:

On an outline map locate the main French settlements. Investigate the lives of four men important in the history of New France. Prepare small group reports. Samuel de Champlain; Jean Talon; Bishop Laval; Count Frontenac.

Suggested Resources:

Teacher References:

The Empire of the St. Lawrences.

D. G. Creighton.

Canada Under Louis XIV, 1663-1701.

W. J. Eccles.

Explorers, Soldiers, and Statesmen.

W. J. Kerr

Pupils Books:

Champlain Father of New France.

Cecile P. Edwards.

Canadians of Long Ago. K. Kidd.

3. Main Theme: Government of New France

Concept to be developed
better:

Man's success is related to his
intelligent use of natural and
cultural resources.

Content:

Geography and Economics.

Supporting Themes:

English and French Rivalry in the
Fur Trade. English Iroquois Alliance.
Founding of Hudson Bay Company.

Suggested Activities:

Make a chart showing the English
and French claims to the Fur lands.
Read about the life of Pierre Radisson.
Imagine that the pupils are Coureurs
des Bois. Write a letter to a friend
in France describing the life. Dis-
cuss the English-Iroquois Alliance.

Suggested Resources:

Books: Boy of the North: Story of

Pierre Radisson. R. Syme.

Film: French and Indian War.

Coronet Films. 11 mins. B/W.

Canadian Jackdaws: The Fur Trade.

No. 5.

4. Main Theme: Exploration

Concept to be developed better:

Cultures are changed by discovery and exploration.

Content:

History and Geography.

Supporting Themes:

Historical background for the rise of exploration.

Suggested Activities:

Locate on a map the discoveries of Joliette, La Salle, Marquette, La Verendrye. Organize an imaginary expedition to discover new territories, find out what dangers would be encountered, what types of stores would be needed, what time of year would be best to start. Small group projects using film strips. Explorers Series EBF.

Suggested Resources:

Outline maps of Canada. Film strips EBF. Explorers Series. Books: Explorers Soldiers and Statesmen. W. J. Karr.

5. Main Theme: Life in New France

Concept to be developed better:

Communities are the result of people working and cooperating together.

Content:

History and Sociology.

Supporting Themes:

Life of the Voyageurs.

Life of Seigneur and Habitants.

Suggested Activities:

Construct a typical settlement of New France showing the Mill, Seigneurie, Church, and defense tower. Make a chart showing the difference between the life in the French and English colonies. Listen to the Canadian Boating Song. See a film about the Voyageurs.

Suggested Resources:

Film: Les Voyageurs. N. F. B. C.

25 mins.

Read Madeleine Takes Command.

E. C. Brill.

Filmstrip for use as resource for

model of a village, France in the

New World--Colonial Life.

6. Main Theme: Struggle for New France

Concept to be developed
better:

Events in Europe affected the
development of Canada.

Content:

History, Geography, and Political
Science.

Supporting Themes:

Struggle for Acadia-Britain and
France at War in Europe--surrender
of Quebec.

Suggested Activities:

Locate the main English and
French forts on a map. Read the
poem "Evangeline" and discuss the
fate of the exiles and compare it to
modern day refugees. On a chart
write the main points of the Treaty
of Paris.

Suggested Resources: Canadian Jackdaws: Louisbourg
No. 6. ; Wolfe at Quebec. No. 23.
 "Evangeline:" H. W. Longfellow.
 Read The Fort in the Forest:
 H. Lobdell.

7. Main Theme: British Develop Canada

| | |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Concept to be developed better: | In building a new nation the English were influenced by inherited ideas from both England and France. |
| Content: | History, Sociology, and Geography. |
| Supporting Themes: | The Quebec Act. England enlarges Quebec's boundaries. Military Government--Loyalist flee to Canada. |
| Suggested Activities: | On a map show the boundary changes. Dramatize an incident showing the Loyalists fleeing the thirteen colonies. |

Suggested Resources:

Teacher's Reference: A Short History of Canadians for Americans.

A. L. Burt.

Filmstrip: Pioneer Life in Canada.

8. Main Theme: Founding of the North West Company and Its Promotion
of Exploration

Concept to be developed better:

Economic institutions are universal features of every economy--all cultures have special groups which promote their own aim.

Content:

Economic, and Geography.

Supporting Themes:

Commercial opposition to Hudson Bay Company, Exploration of the Canadian West.

Suggested Activities:

Locate on a map the explorations of Alexander Mackenzie, Simon Fraser, David Thompson, Samuel Hearne, Henry Kelsey; small group projects on each of these men.

Suggested Resources:

Books: North to the Unknown:

(David Thompson). H. Evans.

The Hudson Bay Company. R. Moreno.

The Map Maker. K. Wood.

The Company of Adventurers.

L. Tharp.

The Nor'Westers. M. Campbell.

Canadian Jackdaws: Mackenzie. No. 7.

9. Main Theme: War of 1812

Concept to be developed better:

Democracy provides for individual differences.

Content:

Political Science and History.

Supporting Themes:

Reasons why Canada did not join the United States in the War with Britain.

Suggested Activities:

Read about the war from both Canadian and American viewpoints, then debate the issues in class. Construct a chart showing the outcomes of the war and how they have influenced relations between the two countries today.

Suggested Resources:

Film: Colony to Commonwealth.Read: The Story of the War of 1812.

R. Reader.

Canadian Jackdaws: Canada Votes
1791-1891. No. 3.

10. Main Theme: Beginnings of Unity in Canada

Concept to be developed
better:People frequently rebel against their
government, when it neglects the
welfare of the people.

Content:

History, Geography, Sociology,
and Political Science.

Supporting Themes:

Revolt in Upper and Lower Canada--
Expansion Westward--Founding of
the R. C. M. P. the Metis Rebellion.
Draw a mural depicting the westward
movement of Lord Selkirk's settlers
to the Red River; make a chart show-
ing the grievances of the Upper and
Lower Canadians. Research the life
of William Lyon Mackenzie and Louis
Joseph Papineau. Show a film on

the R. C. M. P. Imagine the pupils are Metis. Prepare a report to be sent to Ottawa explaining their viewpoints.

Suggested Resources:

The Friendly Force. D. Spettigue.

The Royal Canadian Mounted Police.

R. Neuberger.

Teacher's Reference: Evolution of the Dominion of Canada: Its Government and its Politics. E. Porritt.

The Story of Our Prairie Provinces.

J. Scott.

Film: Lord Selkirk, the Colonizer.

Canadian Jackdaws: R. C. M. P.

No. 12.; Selkirk. No. 10.

10. B. Main Theme: American Civil War Effects Canada

Concept to be developed better:

In democratic nations it is believed that people should behave in ways that do not interfere with others.

Content:

Political Science, History, Economics, and Geography.

- Supporting Themes:** Canada (Britain supports the South),
Canadian border villages attacked.
Need for railways.
- Suggested Activities:** Read about the Canadian fears
towards the U. S. A. , were they
justified? Locate on a map the
spread of the railways. Write a
composition for and against unify-
ing Canada.
- Suggested Resources:** World Encyclopaedia, Vol. 3.
"Transportation."
Film: Colony to Commonwealth.
Read: The Railroaders.
The Story of Confederation: The
Unguarded Frontier. A History of
Canadian-American Relations.
Canada Jackdaws: Canada and the
Civil War. No. 17. Building the
Canadian Pacific Railway. No. 4.

11. Main Theme: Confederation

Concept to be developed better:

In the process of building a new nation the Fathers of Confederation were influenced by inherited ideals, values and institutions, which were adapted to the Canadian environment.

Content:

History, Sociology, Political Science, Geography, and Law.

Supporting Themes:

Form of Government: Prime Minister and Cabinet-Courts; Canadian Constitution; Canadian Political Parties. Canada's place in the Commonwealth.

Suggested Activities:

Compare the voting laws and election procedures of Canada and the U.S.A. Prepare a chart. Small group projects. Report on the policies of the different Canadian Political Parties. Make a list of the duties of the Prime Minister of Canada and the President of the United States. Read about the

Code Napoleon of Quebec and the law codes of Ontario, discuss the contrasts. Class projects. Report on the position of the Monarch, Parliament, Provincial governments. Imagine you are a Canadian. How do you see Canada's role in the Commonwealth?

Suggested Resources:

Film: From Colony to Commonwealth.

Film: Four Centuries of Growing Pains.

Books: Government of Canada.

R. M. Dawson.

World Encyclopaedia, Vol. 3,

"Government. "

Source Book of Canadian History.

Stewart Reid.

Canadian Jackdaws: Confederation.

No. 1; Push to the Pacific. No. 14.

12. Main Theme: Living in Canada Today

Concept to be developed better:

As Canadians settled their land, they developed different ways of living and working in their environ-

ment. Land aspects of Canada differ from place to place.

Content: Geography, Climatology, Economics, and Geology.

Supporting Themes: Life in the Atlantic Provinces: Latitude, Longitude, Ocean Currents, economic development.

Suggested Activities: Locate the Provinces of New Brunswick, Nova Scotia, Prince Edward Island, Newfoundland, and Labrador. Group projects give oral reports on farming, forestry, fishing, mining. Make a list of factors which influence the climate of this region. Listen to some typical sea chanties of the region and learn one. Draw a mural showing fishing on the Grand Banks at the end of the last century.

Suggested Resources:

Sample units: Sardine fishing in New Brunswick; Making pulp and paper at Cornerbrook; Songs of Nova Scotia.

Film: Canada: The Atlantic Provinces

E. B. F. B/W. 16 mins.

Filmstrips: Fishermen of Nova

Scotia. E. B. F. 92 A.

Books: Big and Bountiful Eastern Canada.

Magazine: National Geographic,

Vol. 131, No. 5, pp. 668-699.

Supporting Themes (ii):

Life in the Industrial Provinces.

Largest Provinces of Canada. Greatest cultural diversity. St. Lawrence lowlands contrast with Shield.

Influence of the Great Lakes. How climate influences living.

Suggested Activities:

Locate the chief cities of the region.

Discuss the absence of large cities

in the north of the region. Make a

chart of the chief products of the two

provinces--where they are exported and where the raw materials come from. Construct two farms typical of Quebec and Ontario. Read about the problems of water pollution in the Great Lakes, and what Canada is doing to prevent further pollution. Make a list of ways Canadians conserve their natural resources. Make an individual report on some aspect of life in the Provinces of Quebec and Ontario. Study some of the problems of French Canada and the struggle for civil rights. Compare them to civil rights movements in the U. S. A.

Suggested Resources:

Sample studies: Farming in the St. Lawrence Lowland. Mining in the Shield. Iron ore and Asbestos in Quebec. Making Steel in Hamilton, Ports, Montreal.

Films: Canada Unity or Division, N. F. B. C. 22 mins. colour.

Canada: The Industrial Provinces.

E. B. F. 17 mins.

Books: The Tin Flute. Gabrielle Roy.

Jalna and Whiteoak Novels. Mazo de la Roche. Picture Map of Geography of American Peoples. W. R.

McConnell. Canadian Regions: A Geography of Canada. D. F. Putnam.

Filmstrips: Villages in French Canada. 92 D, Farm and City in Ontario. 92 B. People at Work Series. E. B. F.

Articles: Canadian Geographic: Some St. Lawrence Seaway Communities. Nov. 1969, pp. 154-163.

Provincial Parks of Ontario. Sept. 1967, pp. 78-93.

Ontario Northland Railway to Moosonee Feb. 1969, pp. 62-67.

Articles: National Geographic: Our Ecological Crisis: Pollution Threat to Man's Only Home. J. P. Blair. Vol. 138, No. 6, Dec., 1970, p. 738.

St. Lawrence River: Key to Canada.

H. LaFay. Vol. 131, No. 5, May, 1967, pp. 622-667.

Montreal Greet the World. J.

Billaid. Vol. 131, No. 5, May, 1967, pp. 600-621.

Supporting Themes (iii):

The Prairie Provinces: Compare the Grasslands of Canada and the United States. Industries of the Prairies. Impact of the Chinook.

Suggested Activities:

● On a map locate the glaciated and non-glaciated areas of the Prairies. Locate the chief cities, rivers, and lakes; note the settlement patterns. Small group projects: wheat farming, mixed farming, cattle ranching, mining and the oil industry. Make a model of a typical Saskatchewan wheat farm. Draw diagrams to show how the Chinook blows. What effect does it have on life in the Prairies? Collect pictures of the Calgary Stampede.

Suggested Resources:**Sample Studies:**

1. Wheat farming in Regina.
2. Mixed farming in Manitoba.
3. An oil well in Edmonton.

National Geographic: The Prairie Provinces. W. E. Garrett. Vol. 138, No. 4, Oct., 1970.

Films: Canada Geography of the Provinces. Coronet Films. colour. 13 mins.

The Prairie Provinces. E. B. F. B/W 14 mins.

Filmstrip: Wheat Farmers in Western Canada. E. B. F. 92 E.

Supporting Themes (iv):

British Columbia: Rocky Mountain Barrier. British Columbia's ties with the United States. Fishing, farming, mining, climate, ocean currents, fjord coastline. Towns and communication.

Suggested Activities:

On a map mark the chief physical features, Rocky Mountains, Columbian Plateau, Coastal Ranges.

Discuss the ocean currents and find out which currents have the most influence on British Columbia. Group Projects: Give oral report, salmon fishing, mining at Trail, mining and H. E. P. at Kitimat, Forestry, market gardening. Draw diagrams to show how fjords originated and describe how important they are to the fishermen of British Columbia. Imagine that the class were able to take a trip by rail from Vancouver to Edmonton. What railway would they take? What kinds of things might they expect to see?

Suggested Resources:

Sample Studies:

1. Fruit Farming in Okanagan.
2. Market gardening on the Fraser Delta.
3. Salmon Fishing in British Columbia.

National Geographic: Canadian
Rockies. Alan Philips. Vol. 130,
No. 9, Sept., 1966, p. 353.

Films: The Pacific Provinces.
E. B. F. B/W 14 mins.

Filmstrips: Vancouver. E. B. F.
92 C.

Supporting Themes (v):

Canada's Northlands: Climate,
physical features, difficulties in
communications, Eskimos, industrial
development, defense.

Suggested Activities:

Show on a map Canada's Northern
Territories. Show the chief settle-
ments in relation to the rivers and
Hudson Bay: Uranium City, Dawson,
York Factory. Read about the
history of the north. View a film
on the life of modern eskimoes and
then read about traditional life.
Collect prints of Eskimo themes.
What are the problems of mining
in the north. On a map show how the
minerals could be exported to other
parts of Canada.

Suggested Resources:Canada: A New Geography.

R. Kruger.

"Mrs. Mike." B. Freedman.

Film: Peoples of Canada. N. F. B. C.

colour. 14 mins.

Jackdaws: North West Passage.

No. 15.

National Geographic: The CanadianNorth. D. Boyer. Vol. 134, No. 7,

July, pp. 1-43.

Filmstrips: Mackenzie River. E. B. F.163 B. Canada's North. E. B. F.163 A. The Yukon. E. B. F. 163 C.**13. Main Theme: The People of Canada****Concept to be developed better:**

People of all races, religions, and cultures contribute to a country's cultural heritage.

Content:

Anthropology, Sociology, and History.

Supporting Themes:

Indian life past and present. Contributions of Eskimoes to modern life. Minority groups: Doukabours, Huttites. Relations between French and English. Immigration.

Suggested Activities:

On a map of Canada, name the main ethnic group areas. What are the main Indian tribes in Canada? Read about their history and compare to the history of the United States. Make a list of common and different treatments. Read about the problems confronting French Canada. Debate Separatism. What changes are taking place concerning Indians today? Write a composition describing the life of a Canadian Indian today. Choose a minority group and describe life in Canada for its members.

Suggested Resources:

Indians of the Americas. National Geographic Society.

Peoples of Canada. N. F. B. C. B/W
20 mins.

Jackdaws: The Indians of Canada.
No. 16; Riel. No. 2.

Film: Indians of Early America.
E. B. F. B/W 22 mins.

14. Main Theme: The Future of Canada

Concepts to be developed better:

The capacity of a country to meet its future depends on both the culture and upon the resource potential.

Content:

Geography, Sociology, Political Science.

Supporting Themes:

Canada in the British Commonwealth.
Canada and the United Nations.
Problems of Separatism. Canada as a member of O. A. S.

Suggested Activities:

Study Canadian newspapers and magazines to discover Canada's views on the European Economic Community and how Britains future entry will effect Canada. Debate the reasons for Nationalism in Quebec. Make a chart listing reasons for and against Canada joining the O. A. S. Find out about Canada's position in the United Nations.

Suggested Resources:**Contemporary Newspapers:**

The Montreal Star, Toronto Globe and Mail, Vancouver Sun, Mac-Cleans Magazine.

For students of French: Cite

Libre, Le Devoir, La Presse.

Read excerpts from Quebec States Her Case, Canada Year Book 1970,

Canada Faces the Future. Film

N. F. B. C. colour. 52 mins.

The Canadian Heritage. Canadian

National Railways Sample Study:

Facts on Canada.

15. Main Theme: Canada American Relations

Concept to be developed better:

Countries in the world tend to become more closely related and interdependent as transportation and communications improve and global society strengthens.

Content:

Economics, Political Science, History, Ecology, and Geography.

Supporting Themes:**Joint Enterprises:**

Conservation of water, American businesses in Canada, Mutual defense, Problems of migration.

Suggested Activities:

List some of the joint enterprises Canada and the United States have undertaken, for example, Columbia River Project, St. Lawrence Seaway, Niagara Power Project, D.E.W. Line. Find out as much as possible about pollution of the Great Lakes and describe ways both countries might prevent this. Find out which businesses have Canadian Subsidiaries. How might Canadians feel about this? Discuss American and Canadian viewpoints. Suggested ways relations between the two countries might be improved.

Review the film: Four Centuries of Growing Pains.

Suggested Resources:

Contemporary newspapers and magazines. Read: The United States and Canada. H. H. Barrows.

Final Sequence:

Before culminating the Unit, the pupils might choose a topic of particular interest to them about Canada; a topic that has already been mentioned or some aspect of the Arts, literature or culture of the country, and make an "in depth" study lasting about one to two weeks. The report can be in the form of a written presentation, handwork projects, tape-recording, or film. This "in depth" study will also comprise part of the culminating activities.

Culminating the Unit

Probably a unit on Canada in the junior high school should last twelve to fourteen weeks, but the length of the unit will depend on a variety of factors including, the time available, the availability of resource materials, the money available to purchase resource material, the judgment of the teacher as he observes the reactions of the pupils, and the interest of the pupils.

Culminating a unit is not just a presentation of work, but should be a constructive learning experience. Pupils guided by the teacher should be ready to begin to make generalizations from their experiences and start to draw inferences. The actual culminating experience might consist of a small group or individual project, a written report, a hand-work project, or some other learning form. An exhibition might be arranged for the pupils to share their activities with other classes and parents. A dramatic activity drawn from the unit could be presented, or a slide film or movie film made.

Parents should be encouraged to participate and also be given an opportunity to discuss the unit with the teacher. Time can be given at the end for the important task of evaluating, the pupil can ask himself if his skills in various areas have improved and what experiences he has really experienced. Laverne Hanna says:

Culminating experiences in a unit should be the natural outgrowth of the many rich experiences that children have enjoyed.³⁰

Part D. Evaluating the Unit

Evaluation must be an important part of the unit, not an unimportant end task. It should be a continuous process throughout the unit and a learning experience. Information through evaluation should be used to improve daily planning of individual, small group and large group work. Resources should be constantly evaluated to see if they are fulfilling their function adequately.

Before the unit begins as part of the initiation process the teacher and pupils together can develop some class standards and at the completion of the unit they can be evaluated by both teacher and pupils as part of the learning process.

Many teachers give an informal pre-test before the unit begins and discuss the results with the pupils. It must be understood, however, that this is not a graded recorded test, but one in which teacher and pupils will gain useful information. After the completion of the unit the pupils can be post-tested and the results compared.

³⁰ Laverne Hanna. Unit Teaching in the Elementary School. Holt, Rinehart: New York, 1963, p. 167.

Self-evaluation by pupils is a most important part of the study as through self-evaluation a pupil is able to increase his skills and abilities in analyzing his own behavior, his weaknesses and strengths and most important, how he related to the goals set for him as an individual. Devices recommended by John Michaelis for pupil self-evaluation include:

Group discussions and interviews, samples of the child's work gathered through the term, standards developed by the group and placed on charts, checklists made by the individual or group, scrapbooks made by each child.³¹

Teacher evaluation should use a wide variety of techniques to study group and individual achievements, both during the unit of work as well as at the end. Various devices can be used by the teacher to evaluate the student's progress. Direct observation, individual and group discussions, together with anecdotal records of the pupil's activities and attitudes may be included. Samples of work show a record of the individual's social and intellectual growth. Some teachers keep a unit log where they make daily notes evaluating materials, changes to be made in learning experiences, observations of pupils and periodic summaries of work.

Checklists for pupils self-evaluation and the evaluation of materials, informal rating devices, charts on work standards, and socio-metric scales are helpful. Case conferences can be helpful in analyzing and interpreting the information regarding the pupil's development.

³¹John U. Michaelis. Social Studies for Children in a Democracy, Recent Trends and Development, Prentice Hall: N. J., 1968, p. 524.

Part of the evaluation will be made by testing. Three main tests prevail, teacher-made tests, standardized tests, and teacher-pupil made tests. All have a place in evaluation providing they are constructed or selected for the specific needs of the unit and pupils.

Teacher-made tests usually test background information, grasp of concepts, acquisition of skills, needs, weaknesses, and strengths. Tests are usually multiple choice, matching, completion, problem solving, true-false, essay writing or tests involving skills in locating and indicating places on individual outline maps.

Standardized tests like the Iowa Tests of Basic Skills for evaluating map and globe skills or California Tests in Social and Related Sciences are helpful in determining the pupils growth over a period of time, but should be administered at regular intervals over several grades.

Teacher-pupil made tests are also valuable testing devices although they may take longer to prepare. Children begin to understand some of the insights into the reasons for testing, however, the purpose of teacher-pupil tests is not to construct perfect tests, but to give the pupil opportunities to improve his thinking and understanding of the unit.

Evaluation is, therefore, an integral part of the unit and must concern itself with knowledge, understandings, attitudes, behavior and skills, and is a process involving pupil self-evaluation, cooperative evaluation by teacher and pupil, and lastly, teacher evaluation.

Part E. Resources for the Unit

Before the social studies teacher can begin any unit of study, he must be aware of the resources available to his class. A bibliography can be compiled of books available from the school library and local public library. The books recommended for this unit were available at the R. G. Buzzard Laboratory School Library and Booth Library of Eastern Illinois University. Other books may need to be purchased. Film catalogues should be checked for suitable filmstrips, and movie films, and if possible, reviewed before they are used. Various government agencies and travel agencies issue excellent free maps, and other informative guides. Periodicals, magazines and newspapers should be checked for information.

A variety of outline maps should be available for use by the class and individuals or small groups. Sample studies like the Ginn and Jackdaw studies³¹ can often be purchased reasonably and provide excellent sources of information.

In this bibliography of resources for a unit of study on Canada appear the following: books, references, history, geography, land, people, art, music, and anthropology. Included are lists of filmstrips, movie films, and slides. Film catalogues give information where these can be obtained.

³¹ Jackdaws. Grossman Publishers, Inc., New York, Ginn Sample Studies, Toronto, Canada.

The various travel and government agencies who will provide free or low cost materials are listed. A list of articles that have appeared in the National Geographic Magazine and the Canadian Geographic Magazine, during the last four years, including Contemporary Canadian Newspapers and magazines in both English and French, are available. Also given are the types of outline maps that are easily reproduced for both overhead projector, opaque projector and thermo-fax.

Bibliography of Resources for the Unit

Books:

HISTORY

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- Baker Nina Brown. Henry Hudson. Knopf, 1958. N. Y.
- Barclay Isabel. O Canada. Doubleday. 1956.
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FILMS

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Canada: The Atlantic Provinces. Emphasizes growing industry and development of Nova Scotia. Prince Edward Island. New Brunswick and Newfoundland and Labrador. Use traditional industries, farming, fishing. Encyclopaedia Britannica Films 3-0156. Black and White. 16 mins.

Canada Faces the Future. Describes Canada from the viewpoint of its people, emphasizes ethnic make up. National Film Board of Canada. (American-Profits Series). Colour. 52 mins.

The Canadian Heritage. A record of Canadian Achievements and Canadian Ambitions. Dist. Canadian National Railways.

Colony to Commonwealth. History of Canada from Colonial days until present. Colour. 15 mins. pre. Coronet Films 3-1431.

Canada: Geography of the Americans. Physical features, activities of the various regions stress development. Coronet - 30155. colour. 13 mins.

Canada: The Industrial Provinces. Overview of industry in Quebec and Ontario. Encyclopaedia Britannica Films 3-0157. Colour. 17 mins.

Canadian Landscape. Canada as seen through the eyes of Canadian painter, A. Y. Jackson. National Film Board of Canada.

Canada: The Pacific Provinces. Recent developments in British Columbia-- logging, fishing, mining H. E. P. Encyclopaedia Britannica Films 3-0158. Black and White. 14 mins.

Canada: The Prairie Provinces. Emphasis on Industrial Development, Oil-Minerals. Also wheat growing. Alberta, Saskatchewan, Manitoba. Encyclopedia Britannica Films 3-0159. Black and White. 14 mins.

Canada: Unity or Division. Emphasis on the French in Quebec, the rise of separatism, dominance of English culture. National Film Board of Canada F. I. Colour. 22 mins.

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French and Indian War. A film reviewing causes, effects and review of the Battle of Quebec, Montcalm, and Wolfe. Coronet Films 1-0611. Black and White. 11 mins.

Indians of Early America. Filmed in U.S.A. and Canada. Cooperation of Indian Tribes. Uses authentic masks, etc. Life in N. America before the white man. Encyclopaedia Britannica Films 3-0601. Black and White. 22 mins.

Ottawa: Reflection of a Nation. Reviews the history of Canada through the National Capital. Crawley and Canadian Geographic National Film Board of Canada. Colour. 14 mins.

Peoples of Canada. Shows the contribution of all the races and people who make Canada. National Film Board of Canada. Black and White. 20 mins.

The Loons Necklace. Film showing an Indian legend using masks made by British Columbian Indians. National Museum of Canada. Colour. 10 mins.

Royal Canadian Mounted Police. Shows the training and duties of a "Mountie!" Follows the R. C. M. P. from Ottawa to Baffin Island, Newfoundland, and Montreal. Encyclopedia Britanica Films 4-0160. colour. 16 mins.

Songs of Nova Scotia. A collection of folksongs sung by farmers, fishermen, and millers of Nova Scotia. N. F. B. C. (McGraw-Hill). Black and white. 10 mins.

FILMSTRIPS

National Film Board of Canada.

Sets of 10 2" x 2" slides

1. 5 sets on Quebec
2. 2 sets on Canadian cities.

CanadaPeople at Work Series.

Encyclopedia Britannica Films

- 92 A Fishermen of Nova Scotia
- 92 B Farm and city in Ontario
- 92 C Vancouver & the W. Mountains
- 92 D Villages in French Canada
- 92 E Wheat Farmers in W. Canada
- 92 F Logging in Canadian Forests

Society for Visus; Education

Canada and the North Series

- 274 A Lands of few People.
- 274 B South W. Canada & The Wheat Region
- 274 C S. E. Canada
- 274 D Alaska--Colons S. V. E.

Encyclopedia Britannica

Canada's North Series

- 163 A Canada's North Introduction
- 163 B Machenzue River: Highway to the North
- 163 C The Yukon
- 163 D The Caribou E. kimo
- 163 F The Arctic Islands
- 163 G Eskimo Sculpture
- 163 H Eskimo Prints--Colon E. B. F.

SAMPLE STUDIES

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Mineral Resources:Ginn Sample Studies

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Farming, Fishing and ForestryGinn Sample Studies

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1. Life on the Manitoba Lowlands. G. de Leen 1967.
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Facts on Canada

Excellent overview of history, people, government, international relations, trade.

Jackdaws:

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5. The Fur Trade
6. Louisbourg
7. 1837 - Mackenzie
9. Bristol and the Cabots
10. Selkirk
11. Cartier of St. Malo
12. R. C. M. P.

13. The Great Depression
14. Push to the Pacific
15. North West Passage
16. The Indians of Canada
17. Canada and the Civil War
23. Wolfe at Quebec

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Chris Jermyn. Nov. 1969 (154-163)

The Shield

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Sources of Free and inexpensive materials

Canadian Dept. of External Affairs, Ottawa and Ontario, Canada

Let's Look at Canada

Geography, government, economy, health, welfare, education

Classroom quantities

Dept. of External Affairs

Ottawa, Ontario

Canada

Conspectus of Canada

History, geography, resources, prospects

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History of Newfoundland cradle of white civilization in N. America

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Overview Travel Guide

Forests of British Columbia

About forestry issued by

British Columbia

Forest Service

B. C.

Canada

Discover Canada's Yukon

All about history, geography, of the Yukon

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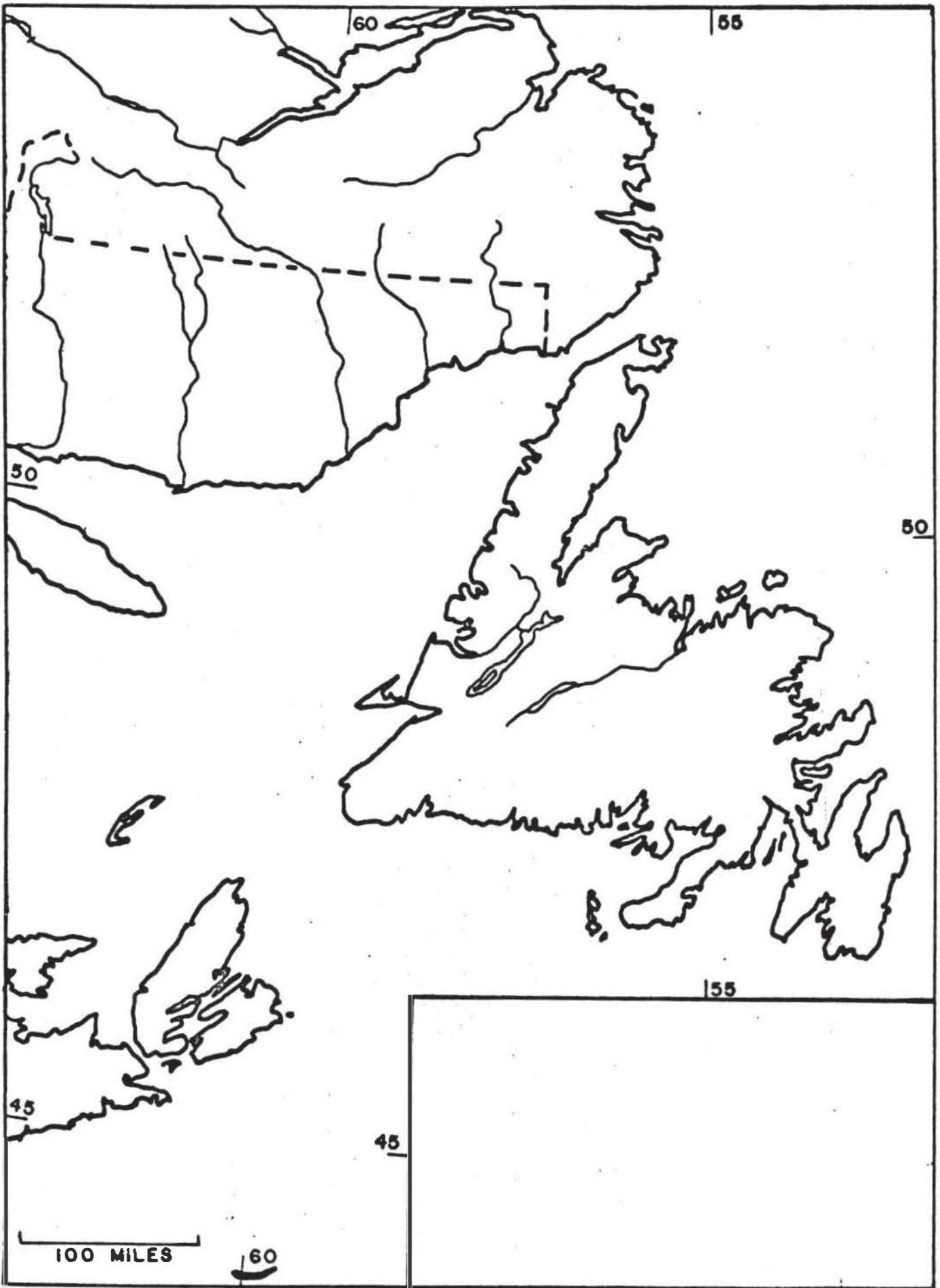
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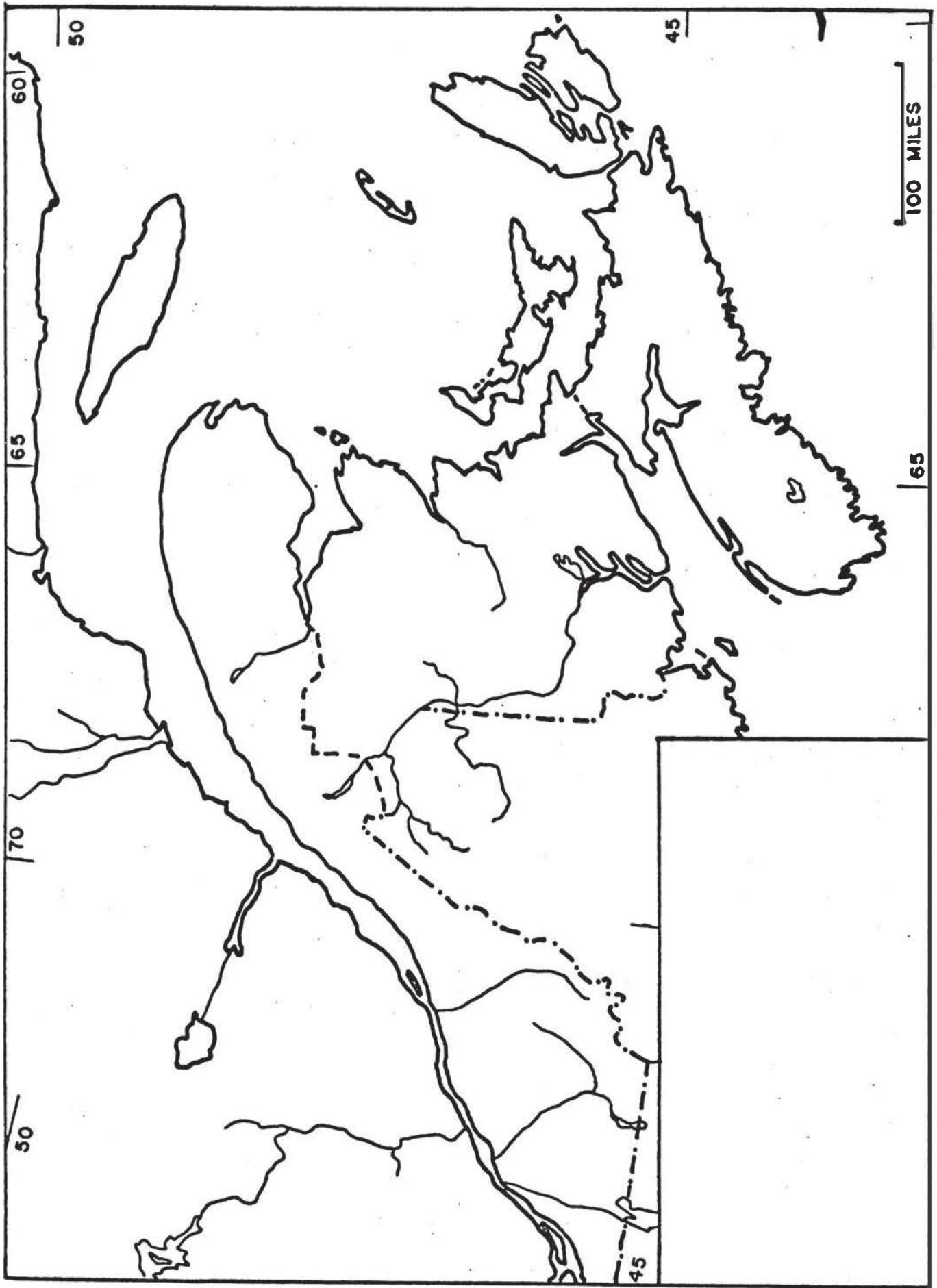
Government of the Yukon Territory

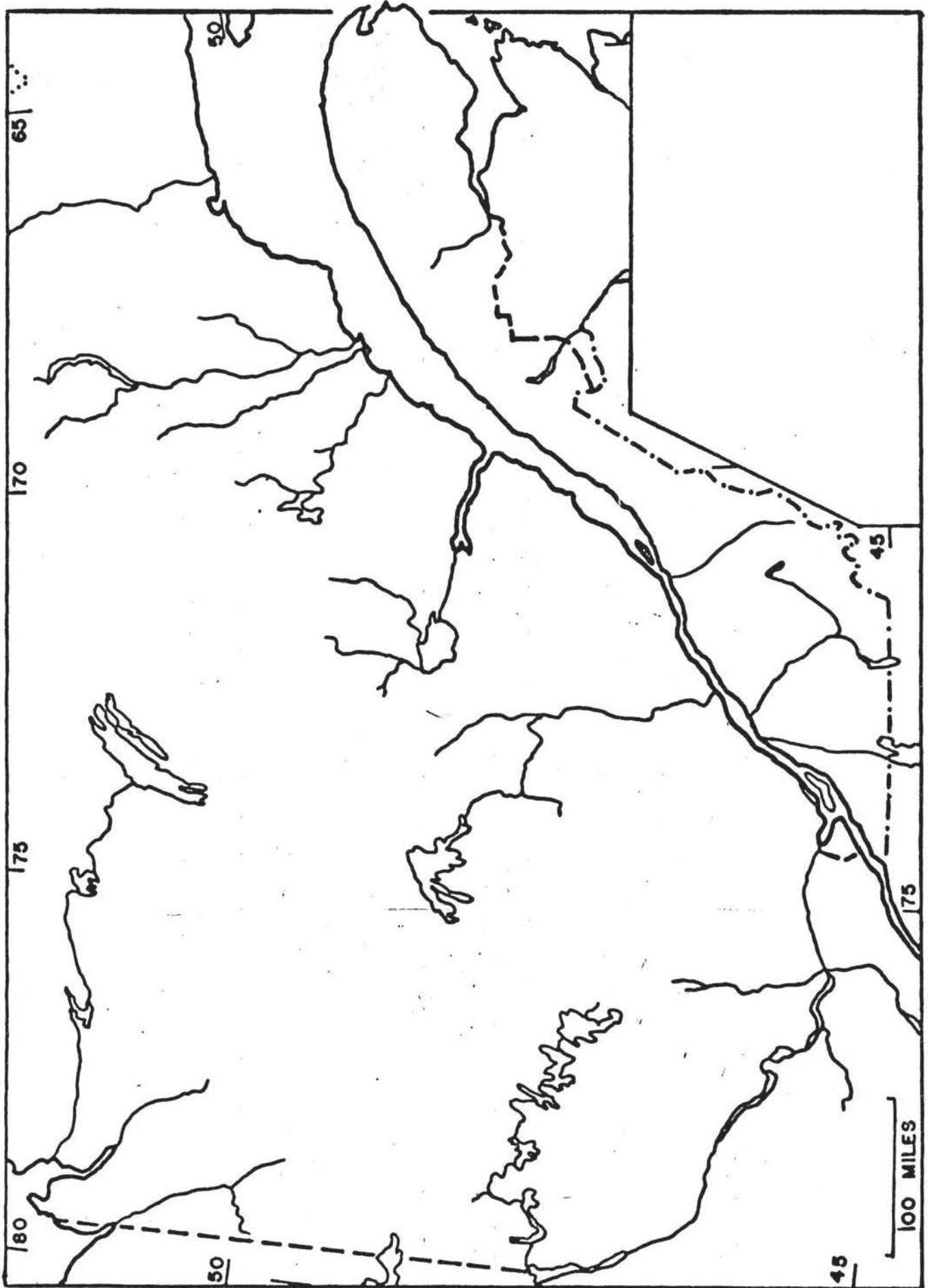
Dawson

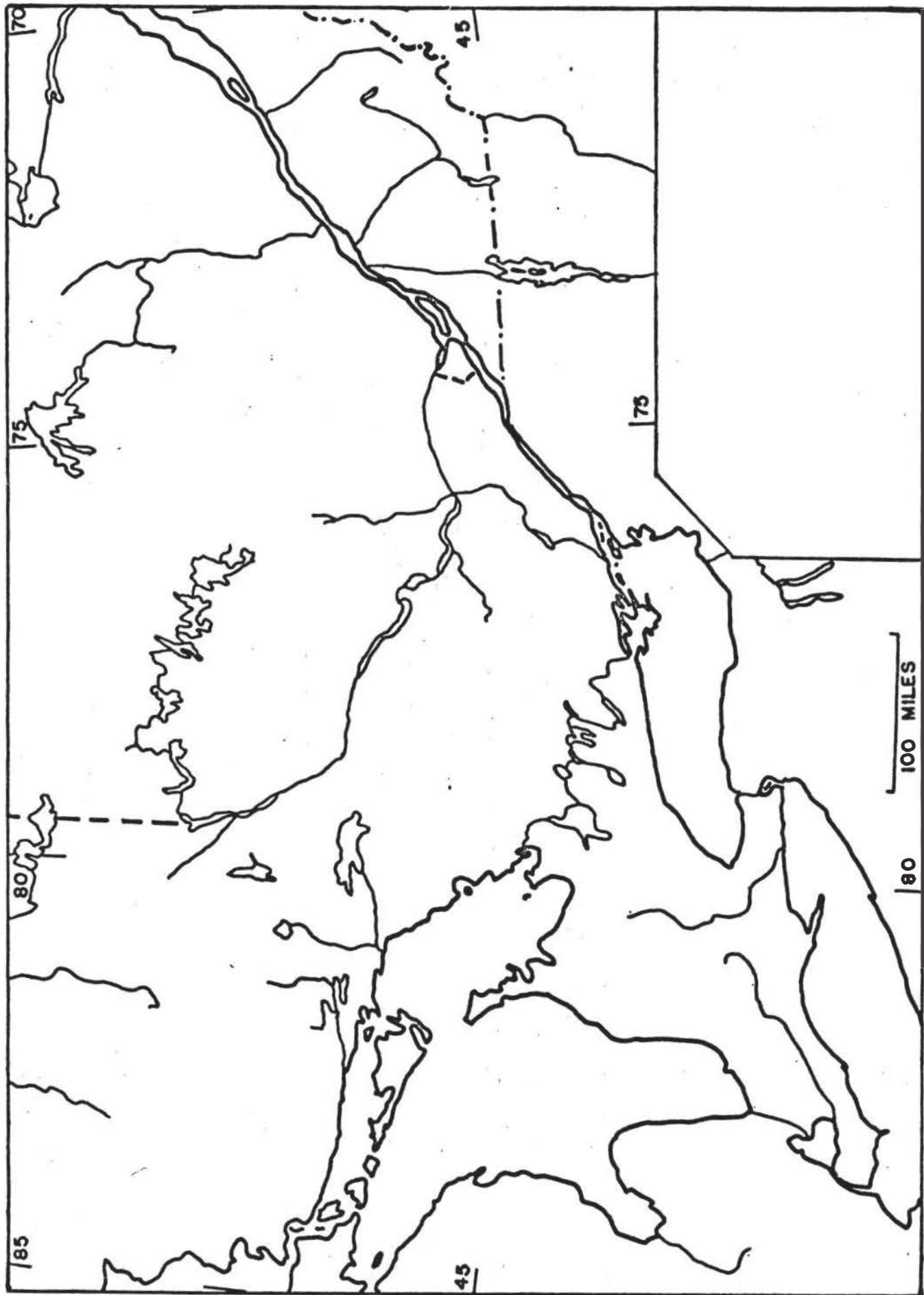
Yukon, N. W. T.

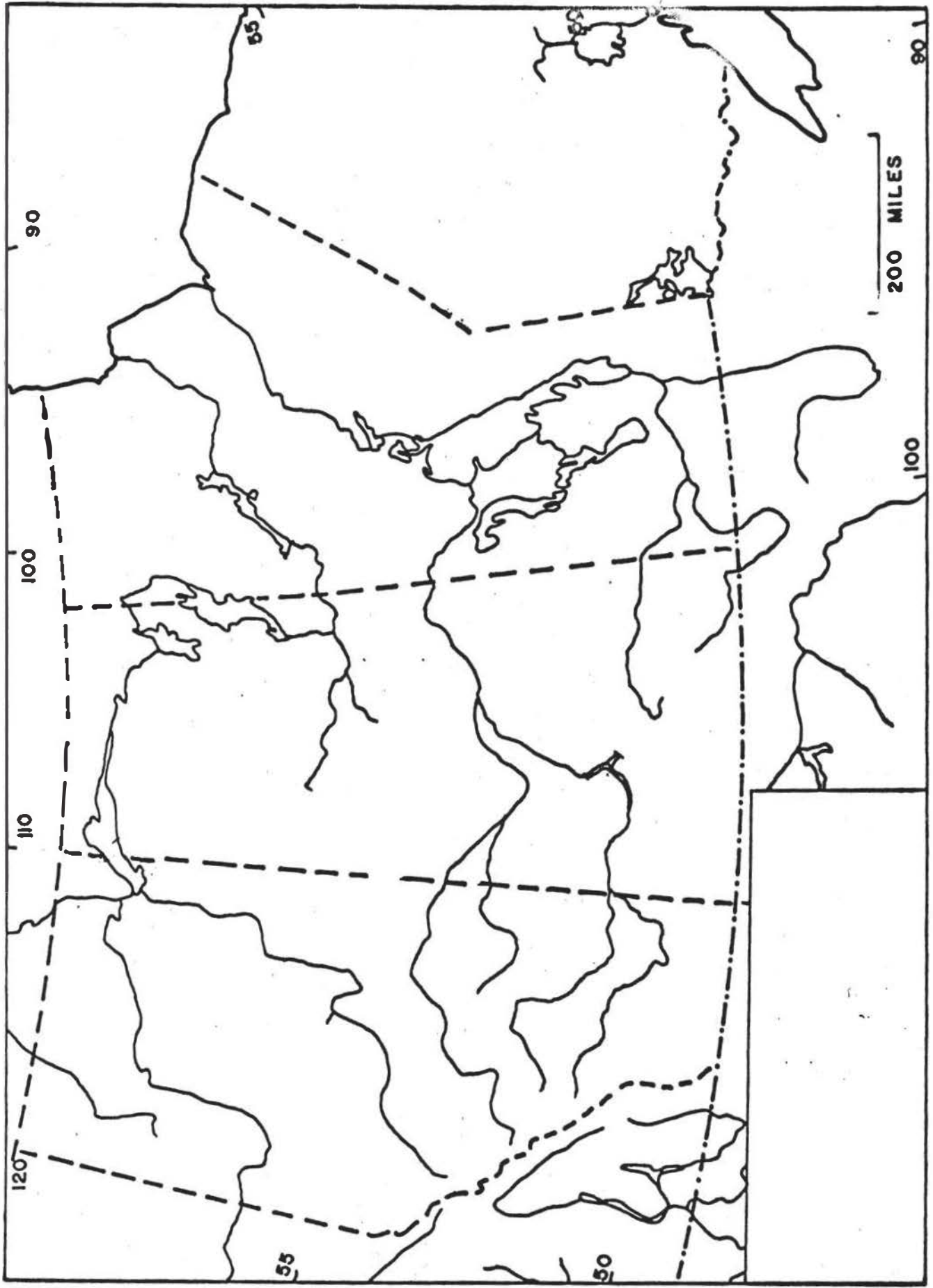


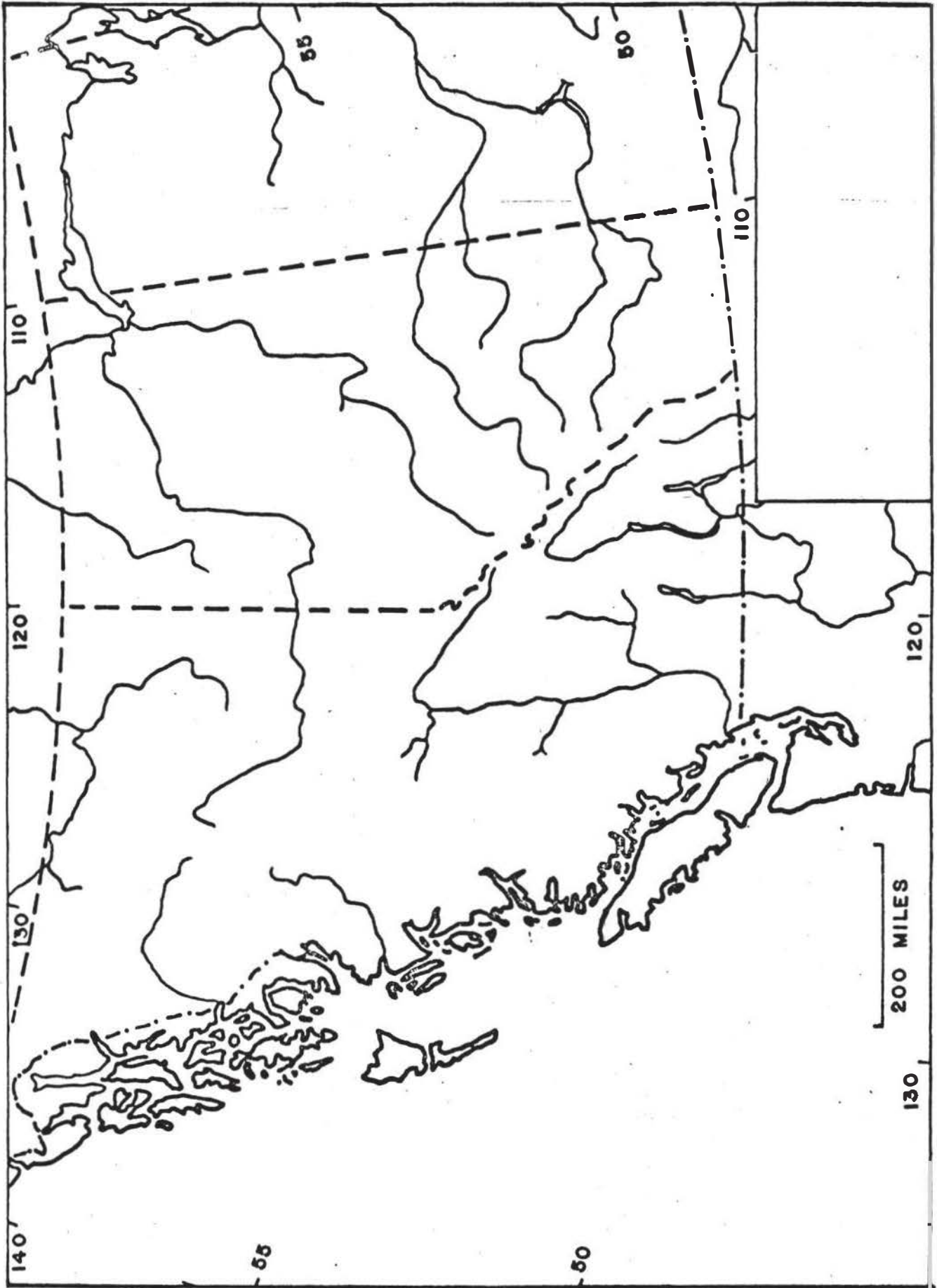












CHAPTER III

SUMMARY

North of the United States lies the largest country in the Western Hemisphere, Canada. It extends across a continent with shores on three oceans, over three and a half million square miles containing unlimited wealth: from forests, minerals and power. Canada's forests supply over fifty per cent of the world's newsprint, yet ninety per cent of her population live in a two hundred mile strip along the Canada-United States border.

Historically, Canada and the United States have outstanding features in common, and at the present time both countries possess complex and highly diversified social structures containing the socio-economic divisions of mature industrial economies. Both countries rank among the most urbanized nations of the world with more than half their populations living in cities and towns.

Americans appear to be frequently far from being well-informed about Canadians, tending to regard them as radically different from Americans, or pseudo-Englishmen or Americans in all but name. In this unit of study an attempt has been made to outline some of the differences between Canadians and Americans with respect to their history, geography, political institutions, and social life. To place a greater emphasis on the contribution of French Canada, and to explain some of the French Canadian values and ideas.

In the modern world the forces of urbanization and industrialization are disrupting age-old values, the growing awareness of the potentialities of modern technology produces the most explosive results in the form of political and social unrest, and neither Canada nor the United States is exempt.

The junior high school student is the citizen of the future, and if Canada and the United States are likely to grow to resemble one another, and become more dependent upon each other, it is vitally important that Canadians and Americans have a wide and deep understanding of each other.

The Dictionary of Education defines a unit as "an organization of learning activities, experiences and types of learning around a central theme, problem, or purpose developed cooperatively by a group of pupils under teacher leadership."³²

This unit of study on Canada has set out to organize learning activities so that one sequence is related to another and fragmentation is avoided. The objectives specified for the unit reflect this writer's viewpoints concerning the major purposes of social studies, and the developmental sequences attempt to fulfill the objectives.

Since a unit of study can only be as good as the enthusiasm, interest and excellence as the teaching allows, it is to be hoped that this unit will

³² Dictionary of Education, V. Good Carter. New York: McGraw-Hill. 1945, p. 436.

stimulate and motivate the teacher and pupil into gaining a greater and more sympathetic understanding of the United States' northern neighbour.

It has been noticeable throughout this study, that there is an extreme lack of materials at the junior high school level. There is obviously a need for materials of this kind, and it was necessary to go to Canada to find many of the materials, for example, sample studies available from publishers with American headquarters.

Inservice and university pre-service courses could also place greater emphasis on content areas instead of general survey courses.

More exchange teacher programmes could be arranged between American and Canadian teachers, and facilities made easier for summer programmes and courses.

The Canadian government is also responsible for more highly propagandizing their country's ideas and way of life, but in the last resort it is the social studies teacher who is responsible for teaching about Canada, as it is, and not as a highly romantic country of "Mounties," Eskimos, Paul Bunyan type loggers, and French Canadians who speak in broken accents and are all ice-hockey players.

Instead, Canada should be thought of in terms of a dynamic young country, yet with a history as old as the United States and with unique and special differences that can contribute much to the cultural development of the North American Continent.

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APPENDIX

Questionnaire

Directions: This is a simple questionnaire to find out what you know about Canada. Read each question carefully and underline the correct answer. If you cannot answer a question, move on to the next.

1. Who is first said to have discovered Canada? A. John and Sebastian Cabot, B. Vikings, C. Columbus
2. Who were the first colonizers of Canada? A. English, B. American, C. French.
3. Only one of these men did not help in the exploration of Canada. Underline his name. A. Jacques Cartier, B. Alexander Mackenzie, C. Simon Fraser, D. Christopher Columbus.
4. In what year did Canada achieve Independence? A. 1776, B. 1867, C. 1901.
5. What type of government does Canada have? A. Constitutional Monarchy, B. Republic, C. Dictatorship.
6. Does Canada have A. Prime Minister, B. President, C. Governor.
7. How does Canada compare in size to the U.S.A.? A. Larger, B. Smaller, C. About the same size.
8. Three of these rivers are Canadian, one is not. Underline the one that is not. A. St. Lawrence, B. Peace, C. Missouri, D. Fraser.
9. Which one of these mountain ranges is in both Canada and the U.S.A.? A. Ozarks, B. Rockies, C. Smokies.
10. Only one of the five Great Lakes is not in Canada. Underline the one that is not. A. Huron, B. Ontario, C. Michigan, D. Superior, E. Erie.
11. What are the central plains of Canada called? A. pampas, B. prairies, C. Steppes, D. plains.
12. How many people live in Canada? A. 2,000,000; B. 12,000,000; C. 20,000,000; D. 200,000,000.
13. What is Canada's capital? A. Toronto, B. Ontario, C. Ottawa, D. Montreal.
14. What is Canada's largest city? A. Toronto, B. Ontario, C. Ottawa, D. Montreal.

15. What are Canada's political units called? A. states, B. provinces, C. counties
16. Which part of Canada is mainly French speaking? A. Ontario, B. Saskatchewan, C. Quebec.
17. What is the chief crop of the Canadian plains? A. Wheat, B. Oats C. Corn, D. Cotton.
18. Which one of these crops does Canada not produce? A. wheat, B. oats, C. corn, D. cotton.
19. Canada is famous for her forest products. Which one of these is most important? A. Furniture, B. pulp and paper, C. turpentine.
20. The Canadian plains produce two of the following. Underline the correct pair. A. wheat and oil, B. pulp and paper, C. electricity and uranium.